



Physical Education Policy

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Lead reviewer: Helen Woodman
Approval by: Governing body

Philosophy

Swallowfield Lower School believes that physical education plays a vital role in the physical, social and cognitive development of children. It provides the foundation of a healthy lifestyle and contributes to the development of literacy, numeracy and citizenship and is essential to the development of the whole child.

Intent

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way in which children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;

- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To develop communication and speaking and listening skills.
- To provide children with a skillset which can be used and developed throughout their lives.

Implementation

Early Years Foundation Stage children are taught physical development to promote co-ordination, control, manipulation and movement throughout the year through play and child-initiated activities as well as through focused activities. Foundation classes have a weekly timetabled PE lesson that focuses on spatial awareness and body management through gymnastics, games and dance activities. Additionally they participate in swimming lessons to build water safety and confidence during the summer term.

Key Stage One children are taught the knowledge, skills and understanding of PE through Dance, Games, Multi-skills and Gymnastics activities. Children are also taught swimming and water safety due to the provision of an on-site swimming pool.

Key Stage two pupils continue to be taught the knowledge, skills and understanding of PE through Dance, Team games, Gymnastics and swimming lessons. Children also have the opportunity to develop their skills further by taking part in a residential Outdoor and Adventure trip to PGL.

Additional Learning Opportunities

All children are offered the opportunity to extend, enhance and enrich their experiences of physical activity. During the year the children have the opportunity to take part in dance, tag rugby, football, judo and cheerleading clubs or workshops. In addition the lunchtime supervisors have all received training and assist with the organization and delivery of physical activities at lunchtime. Key Stage 2 children also have the opportunity to take on a leadership role as a Sports Leader. They are trained to deliver and support physical games and skills to their peers through the 'Energise' programme.

Continuity and Progression

The progression of skills document clearly defines the expectations for different skills at each stage of a child's development and is used to support long and medium term planning across each year group.

Staffing

All teachers are suitably trained and qualified to teach PE. Staff awareness and development is continually reviewed. Training and good practice is shared on an on-going basis. Specialist coaches are used when appropriate in specific sports such as dance, tennis and tag rugby. These lessons are delivered alongside the class teacher so that good practice and knowledge can be shared by all staff.

Equipment and Resources

Fixed and freestanding gymnastics apparatus are located in the school hall. All other PE resources and equipment are stored in a dedicated storage cupboard on the school playground. The school hall is used primarily for indoor PE. There is a tarmacked playground, large field area and an all-weather running track for outdoor PE lessons.

Appropriate resources for the diverse range of PE games and skills are readily available. Planning resources are available from the 'Future Games' dance and gymnastics resources as well as access to the 'Primary PE Planning' online resources.

The Learning Environment

PE achievement and success is celebrated on the celebration notice board. The PE notice board is used to highlight current activities, specific goals and sources of inspiration for a healthy active lifestyle.

Safe Practice

Health and Safety awareness is an integral part of children's learning in PE. All staff are expected to adhere to the School Policy 'Health and Safety in PE' and to the AfPE (Association for Physical Education) guidelines – 'Safe Practice in PE' and to the 'Guidance for Safe Practice in School Swimming Lessons.' Teachers will consult individual pupil records to ensure they are aware of children with specific health/medical problems and allergies.

To ensure safe practice, pupils should be taught:

1. To respond readily to instruction.
2. To recognize and follow relevant rules, laws, codes etiquette and safety procedures for different activities or events, in practice and during competition.
3. Why particular clothing, footwear and protection are worn for different activities.
4. How to lift, carry, place and use equipment safely.
5. To warm up for and recover from exercise, be aware of the changes that occur to their bodies as they exercise, and to recognize the short and long term effects of exercise on the body.

Volunteers and Coaches

Any volunteers or coaches must hold a DBS certificate and be appropriately qualified. All volunteers and coaches will work with at least one member of staff present at all times.

Impact

Assessment

National Curriculum level descriptors are used to assess pupil's progress. Children are assessed through formal and informal teacher assessment against core tasks and progress made is recorded on the child's annual report. The progression of skills document is used to ensure appropriate differentiation and identify next steps.

More Able children are supported to continue to make progress and excel by using the **STEP** principal

S- Space. Increase or decrease the space to make the challenge harder.

T- Task. Modify the task or rules of the activity

E- Equipment. Change the equipment e.g. ball or target size.

P- People. Who is involved? Can you make smaller or larger teams?

SEND

All children receive the same opportunities within PE irrespective of gender, ethnicity, disability or special educational need. Children are taught in mixed ability and gender groups in order to develop social cohesion, confidence and raise their self-esteem.

Monitoring and Evaluation

PE provision is monitored by the Subject Leader and SLT through learning walks and informal observations. Individual feedback is given to teachers and coaches and a general overview of good practice and areas for development are discussed at staff meetings. Staff attitudes and evaluations are carried out on a regular basis to identify areas for development and improvement.

Sports Premium

The subject leader is responsible for monitoring and evaluating the administration of the Sports Premium Funding. They will ensure that maximum benefit is derived for all children from this additional funding and that opportunities for investment are thoroughly researched and evaluated.

Responsibilities

Link Governor – Amanda Hurst

Subject Leader – Helen Woodman

SLT – Monitoring and Support

Whole Staff

This is a working document for the use of all staff.